

V. PROCEDURAL SAFEGUARDS/DISCIPLINE

The following statements reflect the policy which the Missouri Department of Elementary and Secondary Education has established to ensure procedural safeguards for all parties involved in the education of students with disabilities (Sections 162.945, 162.950(1)(2), 162.955, 162.961(1)(2)(3)(4)(5), 162.962(1)(2), 162.963(1)(2), 162.997(1)(2), 162.998(1)(2), and 162.999(1)(2)(3)(4)(5)(6)(7)(8), RSMo).

1. OPPORTUNITY TO EXAMINE EDUCATION RECORDS/PARENT PARTICIPATION IN MEETINGS

The local school district and/or responsible public agency shall provide the parent/guardian with the opportunity to examine all education records regarding the student with respect to the identification, evaluation, and educational placement of the student and the provision of a free appropriate public education to the student.

The local school district and/or responsible public agency shall provide proper notification to ensure parents have the opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the student and the provision of a free appropriate public education to the student.

A meeting does not include informal or unscheduled conversations involving staff and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the student's IEP. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The local school district and/or responsible public agency shall ensure parents are members of any group that makes decisions on the educational placement of their child. Procedures for notification are the same as that for notification of IEP meetings.

If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the local school district or responsible public agency shall use other methods to ensure their participation, including individual or conference telephone calls or video conferencing. A placement decision may be made by a group without the involvement of the parents, if the local school district or responsible public agency is unable to obtain the parents' participation in the decision. In this case the local district or responsible public agency must have a record of its attempt to ensure their involvement. The local school district or responsible public agency shall make reasonable efforts to ensure that the parents understand, and are able to participate in, any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness, or whose native language is other than English.

2. INDEPENDENT EDUCATIONAL EVALUATION (IEE)

The parents of a student with a disability have a right to obtain an Independent Educational Evaluation (IEE) of the student. That right is subject to the requirement that the independent evaluation must meet the educational evaluation criteria used by the local school district or responsible public agency when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent evaluation.

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the student in question.

The right to an independent educational evaluation assures:

- A. that upon requesting an IEE, information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations will be given to parents.
- B. that parents have the right to an independent evaluation at public expense for any agency evaluation, or any component of that evaluation, with which the parents disagree. However, the local school district or responsible public agency may initiate a hearing as described in Regulation V.6. to show that the evaluation is appropriate or that the evaluation obtained by the parent did not meet agency criteria. If the final decision is that the evaluation is appropriate, the parents still have the right to an independent educational evaluation, but not at public expense.
 - 1) Public expense means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.
- C. that parents cannot be required to notify the local school district or responsible public agency prior to obtaining an independent evaluation at public expense. However, it is reasonable for the district to request notification before such an evaluation is conducted. Likewise a parent cannot be required to explain why they object to the public evaluation, but it is reasonable for the district to ask why.
- D. that if the local school district or responsible public agency has a policy regarding reimbursement for independent evaluations, that policy will specify the factors to be considered in the determination of public funding for the evaluation. That determination should be based on:
 - 1) the qualifications and locations of the evaluators; and,
 - 2) the cost of the evaluation.

The public agency may only impose limitations on the cost of an IEE if the agency uses those same limitations when conducting an evaluation. If a public agency uses such cost limitations, it must ensure that its procedures require payment for an IEE at a higher rate if an appropriate IEE cannot, in light of the child's unique needs and other unique circumstances, be obtained within those cost limitations. If the cost of an IEE at public expense exceeds the agency's cost limitations, the public agency must either: (a) initiate a due process hearing or (b) pay the full cost of the IEE.

- E. that if the local school district or responsible agency has a policy regarding reimbursement for independent evaluations and that policy establishes allowable maximum charges for specific tests or types of evaluations, the maximum set will still enable parents to choose from among qualified professionals in the area and will result only in the elimination of excessive fees. The policy shall specify that the local school district or responsible agency will pay the fee for the independent evaluation up to the maximum established. Additionally, the policy will anticipate that a student's "unique circumstances" may justify an evaluation that exceeds the allowable cost criteria.
- F. that if the local school district or responsible agency has no policy which sets maximum allowable charges for specific tests or types of evaluation, then the parents will be reimbursed for services rendered by a qualified evaluator.
- G. except for the location of the evaluation and the qualifications of the examiner, a local school district or public agency may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense. These criteria for IEEs at public expense must apply equally to the local school district's or public

agency's own evaluations and exceptions for unique circumstances must be considered.

- H. that the results of an independent evaluation obtained by the parents at private expense:
 - 1) will be considered by the local school district or responsible public agency in any decision made with respect to the provisions of a free appropriate public education to the student; and,
 - 2) may be presented as evidence at a hearing under this subpart regarding that student.
- I. that the cost of an independent evaluation will be at public expense if a hearing officer requests an independent educational evaluation as part of a hearing.

3. WRITTEN NOTICE

Written notice must be given to parents a reasonable time before the local school district or responsible public agency initiates or changes the identification, evaluation, educational placement, or the provision of a free appropriate public education of the student or refuses to initiate or change the identification, evaluation, educational placement, or the provision of a free appropriate public education of the student. If the notice relates to an action proposed that also requires parent consent, the agency may give notice at the same time it requests parent consent. The notice must be written in language understandable to the general public and provided in the native language of the parents or other mode of communication used by the parents, unless it is clearly not feasible to do so.

If the native language or other mode of communication of the parents is not a written language, the district shall ensure the following:

- A. that the notice is translated orally or by other means to the parents in their native language or other mode of communication;
- B. that the parents understand the content of the notice; and,
- C. that there is written evidence that those requirements have been met.

Content of Notice

The written notice sent to parents by the local school district or responsible public agency must contain the following:

- A. a description of the action proposed or refused by the agency;
- B. an explanation of why the agency proposes or refuses to take the action;
- C. a description of any options the agency considered and the reasons for rejection of the options not selected;
- D. a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposal or refusal;
- E. a description of any other factors which are relevant to the agency's proposed or refused action;
- F. a statement that the parents of a child with a disability have procedural safeguards protection and the means by which a copy of the description of the procedural safeguards can be obtained; and,
- G. sources for parents to contact to obtain assistance in understanding their procedural safeguards.

4. PROCEDURAL SAFEGUARDS STATEMENT

A copy of the procedural safeguards statement available to the parents of a child with a disability shall be given to parents only one (1) time a year, except that a copy also shall be given to the parents:

- A. upon initial referral or parental request for evaluation;
- B. upon the first occurrence of the filing of a due process complaint;
- C. upon request by the parent; and,
- D. upon disciplinary removal(s) as required by the IDEA.

The procedural safeguards statement must include a full explanation of all of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the child's placement during dependency of due process proceedings; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parents of children in private schools at public expense; mediation; due process hearings; including requirements for disclosure of evaluation results and recommendations; civil actions; attorneys' fees; and the State complaint procedures which includes a description of how to file a complaint and the timelines under those procedures.

5. WRITTEN CONSENT

Written, informed, consent of the parent must be obtained by the local school district or responsible public agency from a parent prior to:

- A. commencing the initial evaluation, if additional testing is needed, or any additional testing as part of the reevaluation process; or,
- B. initial provision of special education or related services to a student with a disability.

Consent for initial evaluation may not be construed as consent for initial placement. Parent consent is not required before reviewing existing data as part of an evaluation or a reevaluation or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

Written consent is not necessary for any subsequent placements and consent for reevaluations need not be obtained if the school district can demonstrate that it had taken reasonable measures to obtain consent and the parent failed to respond. "Reasonable measures" include a minimum of two (2) attempts documented, such as: detailed records of telephone calls made and the results of those calls; copies of correspondence sent to the parent and responses received; detailed records of visits to the parent's home or work place and the results of those visits. Neither may lack of consent after the initial evaluation or the initial placement be a cause for denial of any other service, activity, or benefit of the local school district.

Parent consent means that the:

- A. parent has been fully informed of all information relevant to the activity for which consent is sought in his or her native language or other mode of communication;
- B. parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) which will be released and to whom; and,

- C. parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time; however, if the parent revokes consent, that revocation is not retroactive.

Evaluation means that procedures are used to determine whether a student is disabled and provide information for use by the IEP team to determine the nature and extent of the special education and related services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to or procedures used with all students in a school, grade, or class unless, before administration of that test or evaluation, consent is required of parents of all children. If a parent refuses consent for initial evaluation or reevaluation, the local school district or responsible public agency may continue to pursue those evaluations by using the due process hearing procedures. These procedures, which include mediation, are explained in Regulation V.6., Administrative Hearing Rights which follows in this section.

Personally identifiable means that records include:

- A. the name of the student, the student's parents, or other family member;
- B. the address of the student;
- C. a personal identifier, such as the student's social security number or student number; or,
- D. a list of personal characteristics or other information which would make it possible to identify the student with reasonable certainty.

6. ADMINISTRATIVE HEARING RIGHTS

Parents or a public agency may initiate due process concerning the proposed action of the agency to initiate or refuse to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student. These rights shall be assured through the procedures outlined for resolution conferences and state-level hearing panels.

Resolution Conference

The resolution conference is conducted by the chief administrative officer of the school district or a designee pursuant to Section 162.950, RSMo.

- A. Process: The resolution conference is informal. Witnesses are not sworn, and a written record is not maintained. The parents or guardian have the right to examine all educational records prior to the review. Both the school staff and the parents or guardian have the right to call witnesses, question witnesses, and present any written or oral information which pertains to the action.
- B. Timelines: The resolution conference must be held and the decision issued within ten (10) days from the date of the request. The time line may be extended by mutual agreement of the parties.
- C. Either a responsible public agency or a parent can waive the right to a resolution conference and request a state-level hearing panel (three member hearing panel). A request for state-level hearing by either a parent or a public agency shall be treated as a waiver of a resolution conference and processed. A parent may not be forced to proceed to a resolution conference in lieu of a due process hearing where the agency and not the parent initiates a resolution conference.

State-level Hearing Panel

Appeal of the resolution conference decision is to the state board of education pursuant to Section 162.961, RSMo. A request for a due process hearing shall include the child's name, address, school, issue, and suggested resolution of dispute, if known.

A. Process: Except as provided below in expedited hearings under §162.961.6, RSMo, a panel of three individuals is empowered, one member designated by the school, one member designated by the parents or guardian, and the chair selected by the State Department of Elementary and Secondary Education. The chair is a licensed attorney. If either party has not successfully chosen a willing and available panel member with ten (10) days after the Department of Elementary and Secondary Education receives the request for a due process hearing, the panel member(s) will be chosen instead by the Department. Each member must be determined to be impartial and be knowledgeable of students with disabilities.

B. Hearing Rights: Any party to a hearing has the right to:

- 1) be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of students with disabilities;
- 2) present evidence and confront, cross-examine, and compel the attendance of witnesses;
- 3) prohibit the introduction of any evidence, including all evaluations and recommendations based on the offering party's evaluation at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;
- 4) obtain a written or, at the option of the parents electronic verbatim record of the hearing at no cost; and,
- 5) obtain written or, at the option of the parents, electronic findings of fact and decisions at no cost;

In addition, the parents have the right to open the hearing to the public; otherwise, it is closed. The parents may also elect to have the student present at the hearing.

A copy of the written findings and decision shall be mailed to each party and to the State Department of Elementary and Secondary Education (DESE). The DESE shall provide a copy of the findings and decision, with all personal identifiers removed, to the Missouri Special Education Advisory Panel and shall make the findings and decision available to the public (with all personally identifiable information deleted).

C. Timelines: Except in the case of an expedited hearing provided for below, the hearing panel must be empowered within fifteen (15) days of the date of the appeal of the resolution conference decision or the request for a three member hearing panel if the parents waive their right to a resolution conference. The hearing panel must conduct the hearing, render and mail a written decision within 45 days of the date of the request for due process. The decision timeline may be extended upon request of the party/parties and agreement by the hearing panel chair.

Site of the Hearing

Each hearing must be conducted at a time and place which is reasonably convenient to the parents and student involved.

Legal Services

The parent/guardian will be informed of any free or low-cost legal and other relevant services available in the area if:

- A. the parent requests the information; or,
- B. the parent or the agency initiates an impartial due process hearing.

Hearing Officers

Hearing officers shall not have a personal or professional interest in the matters that are before them which would conflict with their objectivity in the hearing. Hearing officers shall have an affirmative obligation to seek out any conflict of interest and withdraw from any matter in which a conflict is identified. Hearing officers must be Missouri residents or demonstrate employment in Missouri.

- A. A hearing shall not be held by an employee of a public agency which is involved in the education or care of the student or an employee of the State Board of Education.
- B. Specific allegations of conflict of interest shall be filed with the Department of Elementary and Secondary Education, Division of Special Education, and investigated under the Child Complaint Process, Regulation VI.2.
- C. A person who otherwise qualifies to conduct a hearing is not an employee of the agency because he or she is paid by the agency to serve as a hearing officer.

Hearing Officer Lists

The Department shall keep a list of the persons who serve as hearing officers. The list must include a statement of the qualification of each of those persons. Attorneys on contract to serve as chairs will be on a separate list. Others who serve as hearing panel members will be placed on the list if they meet training and assessment requirements of the Department, agree to be compensated at a rate set by the Department, and provide the Department with a resume or biographical statement reflecting their qualifications.

Training and Assessment Requirements for Hearing Officers

Hearing officers who do not serve in the role of chair must meet the following training requirements:

- A. attend a minimum of one out of every two trainings conducted by the Department of Elementary and Secondary Education. Trainings will be held approximately every 18 months. Failure to meet this requirement will result in the removal from the hearing officer list. Attendance at a future training session will be necessary to be placed back on the list; and,
- B. in extraordinary circumstances, the department has the discretion to waive this requirement. Waiver requests must be in writing with supporting documentation. Denial of a waiver is not appealable.

Mediation

Upon receipt of a request for due process hearing the parties will be offered the opportunity to mediate their dispute. Both parties must agree to mediation unless federal law provides to the contrary, and mediation will be provided at no cost to either party.

A. Process

The parties must mutually agree on a mediator from the trained mediator list maintained by the Department of Elementary and Secondary Education, Special Education Division.

- 1) Mediation must be scheduled within fifteen days of the selection of a mediator.
- 2) Mediation must be conducted at a time and place mutually agreed upon by the parties.
- 3) Mediation must be completed within thirty days of the agreement to mediate.
- 4) Any agreement reached during mediation must be in writing and delivered to each party.
- 5) No more than three persons can accompany each party unless the parties mutually agree on additional participants.
- 6) No attorney shall participate or attend on behalf of any party at the mediation session. However, parents may be accompanied by a lay advocate.
- 7) Mediation may not be used to deny or delay a parent's right to a due process hearing or to deny any other rights under Part B of IDEA.
- 8) Discussions that occur during the mediation process must be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings, and the parties to the mediation process may be required to sign a confidentiality pledge prior to commencement of the process.

B. Mediator Qualifications

- 1) Mediators must be impartial and free of any conflict of interest.
- 2) Mediators shall not be employees of an LEA, or a public agency which is involved in the education or care of the student, or of the State Board of Education. A person who otherwise qualifies as a mediator is not an employee of the State Board of Education or LEA solely because he or she is paid by the agency to serve as a mediator.
- 3) Mediators must have a minimum of 16 hours of training as a mediator.
- 4) Mediators, to be placed on the Department's mediator list, must meet the above requirements, and must: agree to be compensated at a rate set by the Department, and provide the Department with a resume or biographical statement reflecting their qualifications.
- 5) Mediators must be knowledgeable in laws and regulations relating to the provision of special education and related services.

C. Mediation in the Absence of a Due Process Request

Parties have the right to seek mediation of their disputes outside of the state mediation process and due process system. However, the Department will only pay for mediation if the parties agree to it in connection with a due process request. Should the parties decide to mediate their disputes in the absence of a due process request, none of the state requirements for mediation apply.

D. Effect on Due Process Hearing Timelines

The process for choosing panel members and scheduling the due process hearing will occur simultaneously with the mediation process. In the event that the due process hearing is scheduled for a date prior to the date of completion of the mediation, one or both of the parties will need to request and obtain an extension of the due process hearing timeline from the Chairperson of the three member panel if the desire is to proceed with the mediation.

Civil Proceedings

Any party aggrieved by the findings and decisions made in a hearing may appeal the decision of the hearing panel to the state courts as provided in Chapter 536, RSMo., or in federal court without regard to the amount in controversy. To the extent that Chapter 536, RSMo. provisions conflict with the IDEA judicial review requirements at 34 CFR 300.512(b) the IDEA judicial review provisions are controlling. The court shall receive the records of the administrative proceedings, shall hear additional evidence at the request of a party, and shall base its decision on the preponderance of the evidence, granting the relief the court deems appropriate.

Maintenance of Placement

During the pendency of any administrative or judicial proceeding pursuant to Section 162.950 and Section 162.960 RSMo, there will be no change in the assignment or status of a student with a disability unless such change has been made with the written consent of the parent or guardian. However, students who are endangering themselves or others can have their status changed, without the written consent of the parent or guardian, pursuant to court order.

In an instance where a student is initially enrolling in school and the parents or the local school district request a hearing on the assignment of the student in a special education program, the student, with consent of the parents, will be placed in the public school program, pending completion of the due process proceedings in accordance with the provisions of Section 162.955, RSMo.

When a school district contacts a State Board of Education operated program for consideration of a student's eligibility for acceptance and enrollment, the district shall assure that the student will be enrolled or will maintain enrollment in the district pending final action by the state.

If the decision of a hearing panel in a due process hearing agrees with the student's parents that a change of placement is appropriate, that placement must be treated as an agreement between the local school district or responsible public agency and the parents for purposes of "stay-put" pending and during judicial appeal.

Attorneys' Fees

In any action or proceeding brought under this section, the court, in its discretion, may award reasonable attorneys' fees as part of the costs:

- A. to a prevailing party who is a parent of a child with a disability;
- B. to a prevailing party who is a state educational agency or local educational agency against the attorney of a parent who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or
- C. to a prevailing state educational agency or local educational agency against the attorney of a parent, or against the parent, if the parent's complaint or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

Funds under Part B of IDEA may not be used to pay attorneys' fees or costs of a party related to an action or proceeding under this section. A public agency may use Part B funds for conducting an action or proceeding under this section.

A court award for reasonable attorney's fees is subject to the following:

- A. the award must be based on prevailing rates in the community in which the action arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fee award;
- B. attorney fees and related costs may not be reimbursed for services performed subsequent to the time of a written offer of settlement to a parent if: the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure, or in the case of an administrative proceeding, at any time more than ten (10) days before the proceeding begins; the offer is not accepted within ten (10) days; and the court or hearing officer finds that the relief finally obtained is not more favorable to the parents than the offer of settlement. However, if the parent prevails and was substantially justified in rejecting the settlement offer an award of attorney fees and related costs may be made;
- C. attorney fees may not be awarded related to any meeting of the IEP team unless the meeting is convened as a result of an administrative proceeding or judicial action; and,
- D. the court may reduce the amount of attorney fees awarded if: the parent unreasonably protracted the final resolution of the controversy, the amount unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation and experience; the time spent and legal services furnished were excessive considering the nature of the action/proceeding; or, the attorney representing the parent did not provide to the school district the appropriate information in the due process hearing request required by regulation.

NOTE: Attorney fees may not be reduced if the court finds the state or local agency unreasonably protracted the final resolution, or there was a violation of the Procedural Safeguards.

7. SURROGATE PARENTS (EDUCATIONAL SURROGATES)

The Missouri Department of Elementary and Secondary Education has established the following for the appointment of surrogate parents:

Identifying the Need for Appointment

Any person may advise a responsible public agency that a student with a disability within its jurisdiction may be in need of a person to act as a surrogate parent. Notice can be given to the public agency responsible for providing education to students with disabilities or directly to the Division of Special Education.

Process of Appointment

When the public agency responsible for providing education to students with disabilities is informed of a student with disabilities living within its jurisdiction, it shall, within thirty (30) days, determine whether a surrogate parent should be appointed. A request for the appointment of a surrogate shall be made within ten (10) days to the Division of Special Education. The Division, on behalf of the State Board of Education, shall, within thirty (30) days, appoint a person to act as a surrogate parent. The Division shall maintain a registry of trained surrogate parents from which they will select individuals for appointment. If a surrogate parent dies, resigns, or is removed, within 15 days thereof, a replacement will be appointed.

Criteria for Appointment

The State Board of Education shall appoint a person to act as a surrogate for the parent or guardian of a student with a disability as defined in Section 162.675, RSMo, when:

- A. the student has no identified parent, guardian, or person acting as parent;
- B. the student has parents who, after reasonable efforts, cannot be located by a public agency; and,
- C. the student is a ward of the state and is living in a facility or group home (and not with a person acting as a parent).

Definitions

The Department will use the following definitions when determining student eligibility to receive a surrogate appointment:

- A. the term "parent" means a natural, adoptive, or foster parent of a child, a guardian, a person acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or a surrogate parent who has been appointed. The term does not include the State if the student is a ward of the State; and,
- B. the term "person acting as a parent of a child" refers to relatives of the child or private individuals allowed to act as parents of a child by the child's natural parents or guardians. For example, a grandparent, neighbor, governess, friend, or private individual caring for the child with the explicit or implicit approval of the child's natural parent or guardian would qualify as "a person acting as a parent of a child." If a child is represented by such a person, no surrogate parent is needed.

Qualifications for Appointment

Any person who is appointed to act as a surrogate parent shall:

- A. be at least 18 years of age;
- B. not be an employee of the State Board of Education or any governmental entity having responsibility for the education or care of the student with disabilities (a person otherwise qualified to be a surrogate parent is not an employee of an agency simply because he or she is reimbursed to serve as a surrogate parent) but can be an employee of a nonpublic agency that provides only non-educational care for the child;
- C. be free from any interest that may conflict with the interests of the student represented; and,
- D. have knowledge and skills that ensure adequate representation of the student.

Surrogate Parent Training

All surrogate parents shall participate in a training session in which they will become familiar with the Missouri Surrogate Parent Program, acquire a basic understanding of the special education process in Missouri, and develop the knowledge and skill necessary to adequately represent a student. DESE shall provide the surrogate parent training and may require assistance from the LEA to present an effective training session.

Responsible Public Agency Responsibilities

Specifically, a responsible public agency shall:

- A. designate a staff member who will be responsible for overseeing the surrogate parent program in their district. Unless notified otherwise, DESE will assume that the surrogate parent contact person is the same as the district's special education director or contact person;
- B. complete and return to DESE a "Determination of Need for Surrogate Appointment" form for each student believed to be eligible for receiving a surrogate appointment;
- C. assist DESE in recruiting surrogate parent volunteers and submit their names and addresses to DESE;
- D. be available to aid DESE with local surrogate parent training; and,
- E. complete and return to DESE an "LEA Educational Surrogate Evaluation" form for each surrogate serving in the district.

Duties of the Surrogate Parent

An individual appointed to act as a surrogate parent shall:

- A. complete and return to DESE a Surrogate Parent Application and Verification of Eligibility form;
- B. attend a surrogate parent training session;
- C. represent their assigned student in all decisions relating to the student's education including matters related to the identification, evaluation, and educational placement of the child, as well as the provision of a free appropriate public education to the child; and,
- D. notify the LEA or DESE if any conflicts develop, or if they will no longer be able to fulfill their surrogate parent role.

Immunity from Liability

The person appointed to act as a surrogate parent shall be immune from liability for any civil damage arising from any act or omission in representing the student in any decision related to the student's education.

This immunity shall not apply to intentional conduct, wanton and willful conduct, or gross negligence.

Reimbursement

The person appointed to act as a surrogate parent shall be reimbursed by the State Board of Education for all reasonable and necessary expenses incurred as a result of his or her representation of a student with a disability. Determination of "reasonable and necessary" expenses shall be made at the discretion of the Department and pursuant to State Office of Administration guidelines. Such expenses do not include attorney fees or child care/babysitting expenses.

Evaluation

DESE will send to each LEA an evaluation form to complete for each surrogate parent in which they will recommend the continuation or termination of the surrogate appointment. LEAs shall provide brief written discussions supporting a recommendation of termination and attach any existing documentation. Upon receipt of a recommendation of termination, the Division will investigate and reach a decision on whether to terminate.

Termination

The surrogate parent appointment shall be terminated at the request of the surrogate parent or in the event of any of the following situations:

- A. the conclusions of the initial educational evaluation indicate that the student does not qualify for receiving special education;
- B. the student's parent or guardian reappears to represent him or her, or wardship is terminated;
- C. the student is no longer in need of special education services;
- D. the student reaches the age of majority;
- E. the surrogate parent fails to fulfill their responsibilities as defined by state and federal regulations; and,
- F. the student graduates and/or reaches age 21.

8. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

When a student with a disability reaches age 18, the local school district or responsible public agency shall provide any required notice to both the student and the parents. All other rights accorded to parents under Part B of IDEA transfer to the student. All rights accorded to parents transfer to students, at age 18, who are incarcerated in an adult or juvenile, State or local correctional institution. The student and parent must be notified of the transfer of rights. The transfer does not apply if the student is declared incompetent by a court of competent jurisdiction.

9. DISCIPLINARY ACTIONS/REMOVALS/EXPEDITED HEARINGS

Ten (10) School Days or Less

School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities) without providing services, unless the conduct involves drugs, [or] weapons, or causes serious bodily injury in which case the change may be for 45 school days and would require services in an alternative setting as explained below or the conduct involved is unrelated to the child's disability, in which case the change may involve a long-term suspension or expulsion and would require services in an alternative setting as explained below. A long-term suspension is a suspension in excess of ten (10) school days consecutively, or in excess of ten (10) school days cumulatively in a school year where a pattern of suspension is created. To determine if a pattern is created, three factors are considered: duration of each removal, frequency of each removal, and total amount of time child is removed for that school year.

If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except services must be provided to ensure the child receives a free

appropriate public education, although it may be provided in an interim alternative educational setting.

45 Days

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency. On the date on which the decision to take that action is made, the parent must be notified of the decision and provided the Procedural Safeguards statement.

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the IEP team (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

Manifestation

If the local educational agency, the parent, and relevant members of the IEP Team determine that either the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the local educational agency's failure to implement the IEP applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

Determination that Behavior Was a Manifestation

If the local educational agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestations of the child's disability, the IEP Team shall conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement for a removal of more than ten days or removal due to weapons, drugs, or serious bodily injury as described above; in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and except as provided if removal is due to weapons, drugs, or serious bodily injury, return the child to the placement from which the child was

removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.

Determination of Setting (CFR 300.522)

The interim alternative educational setting must be determined by the IEP team. Any interim alternative educational setting in which a child is placed must be selected so as to enable the child to continue to progress in the general education curriculum, although in another setting, and to receive, as appropriate, a functional behavioral assessment, behavioral intervention, and services and modifications, that will enable the child to progress toward meeting the goals set out in the IEP and to address the behavior violation so that it does not recur.

Parent Appeal

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a local educational agency that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a due process hearing.

Dangerous Students (34 CFR 300.521)

- A. If the school district believes the child will injure himself or others, the school district has the right to obtain an expedited due process hearing to seek a 45 day interim alternative educational setting. This procedure may be repeated as necessary. The parent must be notified of the decision to seek this order on the day the decision is made and provided the procedural safeguards statement. In making the determination, the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may return a child with a disability to the placement from which the child was removed; or order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

“Stay-put” Under Disciplinary Actions

When a parent requests a due process hearing regarding the discipline action to challenge the interim alternative educational setting or the manifestation determination and when the child is disciplined for weapons, drugs, behavior causing serious bodily injury to others, or because they are a danger to themselves or others, the child will remain in that interim alternative educational setting pending the hearing decision of the hearing officer or until expiration of the time period of the interim alternative educational setting, whichever comes first (unless the parties agree otherwise). If school personnel maintain that it is dangerous for the student to be in the current placement (the placement prior to removal to the interim alternative educational setting) during the pendency of the due process proceedings, the school district may request an expedited

hearing. The State educational agency shall arrange for an expedited hearing, which shall occur within twenty (20) school days of the date the hearing is requested and shall result in a determination within ten (10) school days after the hearing.

Protection for Children Not Yet Eligible for Special Education and Related Services

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to children without disabilities if the district did not have prior knowledge of the disability. If the school district is deemed to have knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action, the child may assert any of the protections for students with disabilities in the area of discipline. The district has knowledge of the disability when:

- A. the parent has expressed concern in writing that the student needs special education services; or,
- B. the parent has requested an evaluation; or,
- C. the student's teacher or other school staff has expressed concern about the student's behavior or performance directly to the director of special education or to other supervisory personnel in accordance with the agency's established child find or special education referral system.

A school district would not be deemed to have knowledge that the child is a child with a disability, if the school district conducted an evaluation and determined that the child was not a child with a disability, or determined that an evaluation was not necessary and provided proper Notice of Action Refused; or, if the parent of the child has not allowed an evaluation of the child pursuant to the IDEA or has refused services, or if the child has been evaluated and it was determined that the child was not a child with a disability.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed (assuming the school district is not deemed to have knowledge that the child is a child with a disability prior to the behavior that precipitated the disciplinary action), the child remains in the educational placement determined by the school district, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, the school district shall provide special education and related services and follow all required procedures for disciplining students with disabilities.

Reporting Crimes Committed by Students With Disabilities

Nothing in this part shall be construed to prohibit a school district from reporting crimes, to appropriate law enforcement and judicial authorities, or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by students with disabilities. An agency reporting a crime shall ensure copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime. Transmittal of records must be in accordance with Family Educational Rights and Privacy Act (FERPA).

Definitions

- A. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act (21 USC 812 (c)).
- B. Illegal drug means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal Law.
- C. Substantial evidence means beyond a preponderance of the evidence.
- D. Weapon means dangerous weapon as defined under paragraph (2) of the first subsection (g) of Section 930 of title 18, United States Code. The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.
- E. A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365 (h)(3)).

Expedited Due Process Hearings

An expedited hearing requested in connection with a disciplinary action (involving a disciplinary change of placement) shall be held by a hearing officer appointed by the Department of Elementary and Secondary Education from a list of contract attorneys, within 20 school days of the date the department receives the hearing request. A decision must be rendered within ten school days after the hearing and no extensions of the time-line are permitted. No discovery is permissible in an expedited hearing. All other provisions within the Procedural Safeguards regulations of this State Plan regarding hearing officers and hearings are applicable if not inconsistent with this subsection on expedited due process hearings.

LISTED BELOW ARE THE STATUTES OF THE STATE OF MISSOURI WHICH PROVIDE A LEGAL BASIS FOR PROCEDURAL SAFEGUARDS IN THIS STATE:

(Section 162.950(1)(2), RSMo)

(Section 162.955, RSMo)

(Section 162.958, RSMo)

(Section 162.959, RSMo)

(Section 162.961 (1)(2)(3)(4)(5), RSMo)

(Section 162.962 RSMo)

(Section 162.963(1)(2), RSMo)

(Section 162.997(1)(2), RSMo)

(Section 162.998(1)(2), RSMo)

(Section 162.999(1)(2)(3)(4)(5)(6)(7)(8), RSMo)